



PICKENS MIDDLE

467 Sparks Lane
Pickens, SC 29671

Grades	6-8 Middle School	
Enrollment	845 Students	
Principal	Dr. Libba Floyd	864-878-8735
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

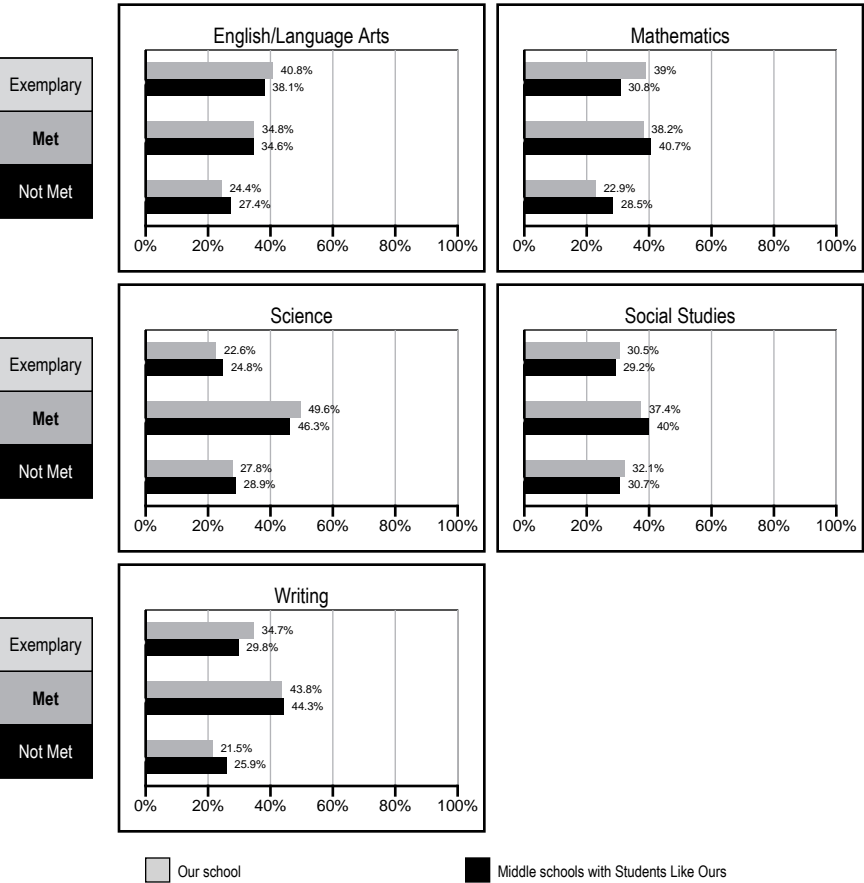
98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	37	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.9%	96.5%
English 1	96.9%	97.1%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	97.5%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=845)				
Students enrolled in high school credit courses (grades 7 & 8)	58.8%	Down from 64.4%	31.2%	24.2%
Retention rate	2.3%	Up from 2.0%	0.7%	0.7%
Attendance rate	96.1%	Up from 95.9%	95.8%	95.9%
Eligible for gifted and talented	23.2%	Up from 22.6%	18.7%	16.4%
With disabilities other than speech	12.1%	Down from 15.1%	12.1%	12.0%
Older than usual for grade	2.5%	Down from 3.1%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.3%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	61.1%	Down from 67.8%	60.3%	58.5%
Continuing contract teachers	74.1%	Down from 76.3%	84.9%	80.0%
Teachers with emergency or provisional certificates	4.7%	Up from 2.0%	2.9%	4.0%
Teachers returning from previous year	80.9%	Down from 84.8%	85.9%	84.6%
Teacher attendance rate	95.1%	No Change	95.6%	95.4%
Average teacher salary*	\$47,931	Down 1.3%	\$47,243	\$46,561
Professional development days/teacher	12.2 days	Up from 12.1 days	9.9 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	No Change	22.0 to 1	21.1 to 1
Prime instructional time	89.8%	Up from 89.6%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,654	Up 0.6%	\$7,402	\$7,802
Percent of expenditures for instruction**	61.8%	Up from 61.7%	63.9%	63.8%
Percent of expenditures for teacher salaries**	56.9%	Down from 58.7%	60.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Pickens Middle School, a National Blue Ribbon School of Excellence and a National Service Learning Leader School, works daily with parents and community to emphasize high academic achievement, career awareness, and citizenship through diverse learning opportunities in a secure and caring environment. Pickens Middle has been named a National School of Character Promising Practices, an Exemplary Writing School, and a Carolina First Palmetto's Finest state middle school. We seek to improve student achievement by reading across the curriculum, creating career awareness through job shadowing activities and increasing parent involvement. The faculty participates in numerous staff development conferences through the Southern Regional Education Board (SREB), the National Middle School Conference, and other state and local conferences. Differentiated instruction, Thinking Maps, Literacy, and technology integration are among the staff development activities that the faculty participated in during school day meetings. Selected by the State Department of Education, the school is in the fourth year of a project to use the environment as an integrating context for learning. Seventh graders participate in this project in an effort to close the achievement gap. As a national leader in service learning, we continue to involve 100 percent of the faculty and students with service learning integrated into the curriculum. There are plans to develop a professional library to offer teachers the resources to develop innovative teaching techniques. It is our belief that by enlisting the support of the faculty, staff, administration, parents, and the community, we will achieve our goal of engaging students who can cope with the demands of an ever-changing world. Strong community support is shown through our civic organizations and business community partnerships that provide both financial and personal support to our school.

Dr. Libba Floyd, Principal

Frances Wannamaker, School Improvement

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	236	105
Percent satisfied with learning environment	80.7%	73.6%	77.7%
Percent satisfied with social and physical environment	89.7%	78.2%	78.4%
Percent satisfied with school-home relations	69.0%	84.5%	76.7%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	814	99.9	25.4	35.9	38.8	83.9	87.2	83.5	Yes	Yes
Gender										
Male	421	99.8	29.5	36.2	34.2	81.6	84	80.1	N/A	N/A
Female	393	100	20.9	35.4	43.7	86.2	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	757	99.9	24.6	35.2	40.2	84.3	88.7	89.6	Yes	Yes
African American	35	100	37.5	50	12.5	78.1	75.4	74.6	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	13	100	33.3	50	16.7	75	82.5	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	94	100	70.8	23.6	5.6	42.7	57.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	411	99.8	33.9	39.3	26.9	76.7	81.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	814	99.9	24.5	40.1	35.5	84.4	83.8	80.4	Yes	Yes
Gender										
Male	421	99.8	26.3	40.9	32.8	82.1	81.7	78.4	N/A	N/A
Female	393	100	22.5	39.2	38.4	86.8	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	757	99.9	23.4	39.8	36.8	84.8	85.6	87.8	Yes	Yes
African American	35	100	46.9	40.6	12.5	71.9	71.2	69.3	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.2	93.5	I/S	I/S
Hispanic	13	100	33.3	41.7	25	83.3	72.5	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	94	100	64	33.7	2.2	49.4	51.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	411	99.8	34.4	41.6	24	76	76.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	539	99.6	27.6	49.6	22.8	72.4	76.1	67.3
Gender								
Male	286	100	27.6	50.5	21.8	72.4	76.1	66.9
Female	253	99.2	27.6	48.6	23.9	72.4	76.2	67.7
Racial/Ethnic Group								
White	501	99.6	26.7	49.5	23.8	73.3	78.5	79.6
African American	22	100	N/A	N/A	N/A	57.9	57.3	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.8	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.5	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65	69.5
Disability Status								
Disabled	51	96.1	N/A	N/A	N/A	31.1	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.5	58.6
Socio-Economic Status								
Subsidized meals	273	99.6	39.5	48.4	12	60.5	65.7	55.4

Social Studies

All Students	539	99.8	31.8	37.6	30.6	68.2	77	70.9
Gender								
Male	269	100	32.4	36.3	31.3	67.6	76	70.1
Female	270	99.6	31.1	38.9	30	68.9	78	71.7
Racial/Ethnic Group								
White	497	100	31.3	37.8	30.9	68.7	78.5	79.2
African American	27	96.3	41.7	37.5	20.8	58.3	64.5	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.5	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	70.6	71.2
Disability Status								
Disabled	69	98.6	67.7	29.2	3.1	32.3	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.2	68
Socio-Economic Status								
Subsidized meals	272	99.6	42.6	37.5	19.9	57.4	67.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	824	99.5	21	43.9	35	79	79.4	72.1	96.1	96.2
Gender										
Male	427	99.8	27.5	45.3	27.2	72.5	72.7	65.2	96	96.2
Female	397	99.2	14.2	42.5	43.3	85.8	86.5	79.2	96.1	96.2
Racial/Ethnic Group										
White	763	99.6	20.8	43.3	35.8	79.2	81.3	80.8	96	96.1
African American	41	97.6	30.3	45.5	24.2	69.7	65.4	59.7	96.5	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	87	96.1	97.7
Hispanic	13	100	8.3	83.3	8.3	91.7	69.4	64.6	97.7	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	73.4	94.2	95.1
Disability Status										
Disabled	91	96.7	75	23.8	1.2	25	34.8	27.7	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	96.9	93.1
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	72.5	63.7	98.6	97.4
Socio-Economic Status										
Subsidized meals	416	99.3	30	48.7	21.3	70	69.8	61.9	95.3	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	287	100	26.3	44.2	29.5	73.7
	7	293	100	23.3	38.1	38.5	76.7
	8	267	99.3	29.5	37.8	32.7	70.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	288	100	19	39.2	41.8	81
	7	268	100	24.7	37.1	38.2	75.3
	8	258	99.6	32.9	30.9	36.1	67.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	287	100	21.9	47.5	30.6	78.1
	7	293	100	26.3	41.1	32.6	73.7
	8	267	99.3	26.8	42.1	31.1	73.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	288	100	21.2	37.4	41.4	78.8
	7	268	100	25.1	37.8	37.1	74.9
	8	258	99.6	27.3	45.4	27.3	72.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	148	100	28.5	63.2	8.3	71.5
	7	292	100	25.3	59.1	15.6	74.7
	8	131	98.5	40	44	16	60
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	143	100	32.4	54.4	13.2	67.6
	7	267	99.3	22.7	52.3	25	77.3
	8	129	100	32.5	38.9	28.6	67.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	100	19	59.1	21.9	81
	7	291	100	39.2	37.7	23.1	60.8
	8	134	100	27.6	48	24.4	72.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	145	100	16.8	42.3	40.9	83.2
	7	266	99.6	40.2	32.8	27	59.8
	8	128	100	30.9	42.3	26.8	69.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	288	98.6	21.5	48.7	29.8	78.5
	7	285	99	22.4	43.7	34	77.6
	8	274	96.7	29.2	42.3	28.5	70.8
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	291	100	21.3	37.9	40.8	78.7
	7	272	98.9	21.7	51.2	27.1	78.3
	8	261	99.6	20	43.2	36.8	80

Abbreviations for Missing Data

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